Name: Nicholas Verbon

Subject Area(s): Geography

Age/Grade Level: 11th Grade

Unit Title: Mexico-U.S. Migration

Lesson Title: Using data to understand the push and pull factors of immigration

Estimated Time: 90 minutes

**Purpose/Rationale for lesson:**

1. *To understand the movement of people throughout history and its present-day implications.*
2. *To use data to make judgments about social phenomena.*

**Curriculum Framing Questions:**

Essential Question:

* + *Why do people migrate?*

Unit Question that applies to this lesson:

* + *What are the push and pull factors that influence migration trends between Mexico and the United States?*

Lesson or Content Question(s):

* + *What are the factors that push people to* ***emigrate*** *from their country?*
  + *What are the factors that pull people to* ***immigrate*** *into a different country?*
  + *Define:* ***quantitative research****,* ***indicator***
  + *Which country, the US or Mexico, attracts more immigrants from the other?*

**Goal:**

*Develop an understanding of the reasons why people choose to migrate from one country to another.*

**Learning Objectives (LO):**

1. *Students will be able to define, identify, and categorize push and pull factors that influence migration trends between the Mexico and the U.S.*
2. *Students will be able to use quantitative data to hypothesize about which factors contribute most to immigration between Mexico and the U.S.*
3. *Students will be able to use quantitative data to make inferences about immigration trends.*
4. *Students will be able to use the Internet to extrapolate data on different countries around the world and use that data to compare country characteristics.*
5. *Students will be able to understand how indicators help us to measure country characteristics like health, education, and economy.*

**Curriculum Standard(s):**

**SS.HS.GE 06:** *Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries or regions.*

**Materials Needed:**

* [Handout 3.1](https://docs.google.com/document/d/1dJrb5iA3YkqwbHRqD061Hoyj0B_s1asjQbnxY0fGZDs/edit?hl=en_US) (on wiki page)
* [Handout 3.2](https://docs.google.com/document/d/18wC2tqsKF1INcpK0KMzB1-2xTjO9oYrZp78KpCRyPF4/edit?hl=en_US&pli=1) (on wiki page)
* [Handout 3.3](https://docs.google.com/document/d/1s-y-Ee84bFGDMJsf1xfoUuA6NzFqfzqELVulJ2eibFo/edit?hl=en_US) (on wiki page)
* Computer lab with Internet access (mobile laptop lab or computer lab)

**Background knowledge or skills students need prior to lesson:**

* From previous courses:
  + *Skills*: basic computer/Internet literacy (logging on to a computer, finding a website if given the URL, scrolling through a website and clicking on links)
* From previous lesson in immigration unit:
  + *Vocabulary*: emigrate, immigrate, push factor, pull factor

**Hook or Introduction**

See ***Step 1: Bell Work*** below.

**Procedures:**

***Step 1: Bell Work (15 minutes)***

When students arrive, have them respond in writing to the writing prompt on the board (see [Handout 3.1](https://docs.google.com/document/d/1dJrb5iA3YkqwbHRqD061Hoyj0B_s1asjQbnxY0fGZDs/edit?hl=en_US) on wiki page) with the following questions:

1. *Do you think that more people move from Mexico to the U.S., or do more people move from the U.S. to Mexico?*
2. *Please list some reasons why people might migrate from Mexico to the U.S. or from the U.S. to Mexico. (Hint: if you are having trouble thinking of reasons, consider the narratives you read and listened to in the previous class)*

A few minutes after the bell (~5 minutes), I will have students “take-a-stand,” where they walk to the side of the room with a sign that matches their predictions/hypotheses (e.g. more move from Mexico to U.S. versus more move from U.S. to Mexico), and have a few students defend their answer with reasons why more migration might go in a particular direction. I will inform the students that they the class will help them determine whether or not their predictions are correct.

Using the “think-pair-share” strategy, students will share the answers they wrote in their journal with their shoulder partners (they should be sitting in groups of four) and discuss various reasons why people move. Note that I intend to have heterogeneous pairs, so that each pair has one stronger (at least benchmark) student that can help motivate the conversation. I will have each pair give me one reason why people move. As groups are sharing the reasons why people move, I will have the student with ADHD help me record their answers on a chart in front of the room, titled: “Why People Move.” The class and I will assist the recorder in placing the reasons for moving into predetermined categories: economic, political, social (health, education), environmental, etc. I will add categories as needed.

***Step 2: Statistics Scavenger Hunt on the U.S. and Mexico (60 minutes)***

I will first introduce this activity by talking about the different categories of reasons why people migrate, such as health, education, and economy. I will then talk to them about how we might investigate the predictions/hypotheses we made on the chart (saying that certain factors contribute to migration). At this point I will introduce the concept of *quantitative research*, saying that we can use numbers to help support and investigate our claims. I will ask the class how we might be able to figure out how to compare the two countries based on those categories we made previously. For instance, how can we figure out if people would move for economic reasons? *Answer*: by comparing the economies! At this point, I will emphasize the importance of being able to interpret numbers to make claims about social issues, as this is a skill often desired by companies (the “why are we doing this”).

At this point, I will introduce the factors that we can measure as **indicators** of our categories (i.e. life expectancy is an indicator of health, literacy rate is an indicator of education). I will have a student with behavioral needs pass out [Handout 3.2](https://docs.google.com/document/d/18wC2tqsKF1INcpK0KMzB1-2xTjO9oYrZp78KpCRyPF4/edit?hl=en_US) (on wiki page), which presents a table with the category (health, education, economy), the factor (i.e. infant mortality rate), and spaces for the students to fill in numbers. I will briefly go over the eight factors listed (each factor has a simplified definition below it). Then, the students will go to the computer lab (or pass out laptops from a mobile lab) to find these statistics on the CIA World Factbook Online. Students will be paired with their shoulder partners from the table groups, with each pair at one computer. I will model how to find the first factor (infant mortality rate), and then the students will complete the rest of the chart on their own. I will request that students in each pair share responsibility for completing the assignment: one student is the recorder and one is the investigator. They will be asked to switch roles after completing the first half of the assignment.

At the bottom of the chart, there is an empty space where each pair will be asked to add their own factor they find important from the CIA World Factbook website. The last task is for each student to *individually* write a paragraph about which category he or she believes is most important in influencing immigration. Students who do not finish will be asked to finish the paragraph as homework to be turned in at the next class period. This strategy will accommodate for different speeds.

***Step 3: Connecting Data to the Push and Pull Factors (15 minutes)***

As a class, we will review the definitions of push and pull factors. I will have students share with their face partners (each one giving a definition of one of the two factors). Then I will ask two students to provide me with these definitions.

After reviewing the definition of push and pull factors, I will give each table group (six groups of four) two pieces of paper: one of the factors they researched in the lab (e.g. literacy rate) for each country (U.S. and Mexico) (see [Handout 3.3](https://docs.google.com/document/d/1s-y-Ee84bFGDMJsf1xfoUuA6NzFqfzqELVulJ2eibFo/edit?hl=en_US) on wiki page). They will have to decide which of the factors they have for the given country (e.g. literacy rate of Mexico) is a push factor and which is a pull factor. I will model for them with the leftover combinations by comparing the statistics to decide which one is a push and which is a pull (only six will be used out of the eight factors on their worksheet). On the white board, I will have two columns (push and pull factors), and I will ask group representatives to come up to the board to place their combination of factors in either the “pull” or “push” categories. After this has been done, we will look at the number of push factors for Mexico and the U.S. versus the number of pull factors for Mexico and the U.S. After this comparison, we will talk about which country is likely to pull immigrants into the country and which is likely to push emigrants out of the country based on our indicators. Once we decide which country is the pull and which is the push (referencing the quantitative statistics we found), I will show the class the statistics about migration between the U.S. to see if our predictions were correct:

**Migration in the Year 2000**

|  |  |
| --- | --- |
| Number of Mexican-born people in the U.S.[[1]](#footnote--1) | Number of U.S.-born people in Mexico[[2]](#footnote-0) |
| 9,177,487 | 343,597 |

**Differentiation/Accommodation**:

* *Pairs/seating arrangements*: Students are seated in heterogeneous groups, where shoulder partnerships include one higher and one lower student. Since students will be working in pair and table groups, there will be a higher student to take on more of a leadership role. This will not only challenge the higher-achieving students, but will also give the lower-performing students an opportunity to work with and learn from their peers.
* *Use of technology*: The technology activity offers an engaging experience where students are left to explore the content at their own speed.
* *Modeling*: I will model the tasks that they need to complete to aid all in completing the assignment successfully.
* *Descriptions of vocabulary terms*: The indicators/terms used in the activity are of a higher level (to provide TAG and higher students with new vocabulary), however there are simplified definitions below the vocabulary so that all students have access to that vocabulary. I will also explain these terms explicitly.
* *Group discussions*: During discussions, I will utilize the “think-pair-share” strategy to provide students with opportunities to think and share with their partners prior to publicly reporting their ideas. Also, when we are reporting opinions, findings, and other information, student suggestions will be recorded on a list in front of the classroom in an organized way (e.g. in categories). This will help the visual learners, and it will help provide structure to the content for all learners.
* *Delegation of tasks*: Throughout the lesson, there will be many opportunities for students to be the recorder for the class where they report the opinions, findings, and suggestions of students on the board/chart. I will select students for this task based on behavioral needs. Those students who struggle with remaining seated for longer periods of time can fulfill this role.
* *Motor activity*: In the beginning of the class and towards the end, the whole-class activities involve movement. In the introduction, students must “take a stand” and move to a section of the classroom to reflect their predictions about migration trends. At the end of the class, students will be asked to bring pieces of paper to the front of the room to place in categories. Furthermore, since we will likely be working in a computer lab (though a mobile lab is possible), we will be walking to and from the lab.

**Attention to Literacy:**

* Though the lesson does not include a significant amount of reading, students are nonetheless reading and using new vocabulary. They are learning for the first time the following words: *infant mortality rate, life expectancy, drinking water source, literacy rate, school life expectancy, education expenditures, GDP per capita, and unemployment rate*. These vocabulary words are always accompanied by simplified definitions in below-grade-level verbiage so that students, regardless of reading level, have access to the content.

**Closure:**

We will talk about which factors or categories were not on our list that may influence immigration, and discuss reasons why it may be difficult to put them into numbers (political factors, cultural factors).

**Assessment and Evaluation of Student Learning:**

Step 1 assessments: (1) I will be asking students to take a stand about immigration trends and defend their choice orally—LO 2; (2) each pair group must share a reason for why people migrate—LO 1

Step 2 assessments: (1) as a pair, students will turn in the work they completed in the chart to show if they can in fact fill in data from the website—LO 4; (2) individually, each student will write a paragraph, using the data, about the factors that might influence migration—LO 1, LO 2, LO 3

Step 3 assessments: (1) each table group (4 students) will be asked to categorize factors on the board as either “push” or “pull” factors—LO 1; (2) students will indicate (e.g. by raising hands) to indicate if their prediction about immigration trends was correct—LO 2; (3) I will call on students to brainstorm (and report orally) ideas for other factors not included on our list that may be important push and pull factors for migration between Mexico and the US—LO 1

1. Migration Policy Institute. (2011). *Mexican Foreign-Born Residents Residing in the United States, 1850 to 2009* [Data file]. Retrieved from <http://www.migrationinformation.org/datahub/charts/fb-mexicans.cfm> [↑](#footnote-ref--1)
2. Migration Policy Institute. (2011). *Top Five Countries of Origin of the Foreign-Born Population Living in Mexico in 2000* [Data file]. Retrieved from <http://www.migrationinformation.org/DataHub/countrydata.cfm?ID=479> [↑](#footnote-ref-0)